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ABSTRACT

A description is given of a field-based preservice teacher education program which integrates elementary and special education, infusing theories of effective teaching with practical classroom application for working with pupils who have special needs as they are mainstreamed into the regular classroom. The program consists of three phases: orientation, classroom application, and student teaching. The 3-week orientation consists of theoretical classes. The classroom application phase enables students to work half days in a regular classroom, with individual and small groups of children experiencing learning difficulties, while continuing to attend classes. The students receive nine credits for these two phases, which consist of the integration of courses in reading/language arts/ identification of learning problems, methods and curriculum in science, social studies, and mathematics, and behavior management. Six credits are given for the third phase, a 6-week student teaching experience. (Author/JD)

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The Integrated Professional Program: A Field-Based Elementary and Special Education Teacher Preparation Program

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SP030292

Author: Sandra Miller-Jacobs, Ed.D.
Hattie Moreland, Ed.D.

Title: The Integrated Professional Program: A Field-Based Elementary and Special Education Teacher Preparation Program

Abstract:

For the past 15 years, the Department of Special Education at Fitchburg State College has offered a field-based component as an integral part of its undergraduate preparation of elementary and special education teachers. This semester involvement infuses theories of effective teaching with practical application in the classroom, enabling students to work with children who have special needs as they are mainstreamed into the regular classroom.

This Integrated Professional Program consists of three phases: Orientation, Classroom Application, and Student Teaching. The three week orientation consists of theoretical classes. The classroom application phase enables students to work half days in a regular classroom, with individual and small groups of children experiencing learning difficulties, while continueing to attend classes. The students receive nine credits for these two phases, which consists of the integration of courses in Reading/Language Arts/Identification of Learning Problems, Methods and Curriculum in Science, Social Studies, and Math, and Behavior Management. Six cedits are given for the third phase, a six week student teaching experience.

This document includes an explanation of the goals, objectives, implementation and evaluation of the Integrated Professional Program.

Key Words: elementary teacher preparation, special education teacher preparation, field-based education, teacher education curriculum, reading, identification of learning problems

Integrated Professional Program - Fusion
Summary Statement

The Department of Special Education of Fitchburg State College offers the Integrated Professional Program as a unique teacher preparation model. The underlying assumption of this model is that more meaningful preparation of teachers occurs when college students and faculty are located in the educational settings in the community and are exposed to realistic learning experiences. This program fuses the traditional methodolgy courses into one semester (Hence the affectionate name, Fusion). During this semester students spend six weeks working mornings in a classroom and six weeks student teaching full days in the same room.

Fusion has been established to achieve the following goals:

o to create a special edcuation teacher preparation model for undergraduates.

o to infuse theories of effective teaching with practical application in the classroom.

o to establish an ongoing collaborative relationship between Fitchburg State College and area public schools.

o to enable the college special education major to work with children who have special needs as they are mainstreamed into the regular classroom.

Students enroll in the Fusion for one semester, usually during their junior year. During this semester the students receive 15 credits, nine for the integration of courses in Reading/Language Arts/Identification of Learning Problems, Methods and Curriculum in Science, Social Studies and Math, and Behavior Management. Six credits are given for Practicum Level I, a six week student teaching experience.

The current Fusion program consists of three phases: Orientation, Classroom Application, and Student Teaching Level I. These phases are divided to provide a structure to enable students to learn content and to apply this knowledge in the classroom. Formal seminars are held during a three week orientation period which the students attend each day from 8:30 A.M. to 3:30 P.M. The students then enter the classroom where they have a chance to apply this content during the six weeks spent in schools Monday through Friday from 8:00 to 12:00. Additional seminars are held two afternoons a week. During the last six weeks of the semester, the college student becomes a student teacher remaining in the same classroom for the entire day. During this period no formal seminars are held.

Throughout the semester the students are asked to gradually increase their responsibilties in the classroom. They begin by observing children, progress to working individually with a child (i.e., assessing the child's learning and planning individual lessons), progress to working with small groups of children (e.g., a reading group), and finally with large groups of children (e.g., a science lesson).

Students are observed by the cooperating teacher and two college faculty who are on location three days per week. College faculty and cooperating teachers provide feedback on lesson content and methodology.

SP030292

PROGRAM GOALS AND OBJECTIVES

This program has been established to achieve the following goals:

o to create a special education teacher preparation model for undergraduate students.

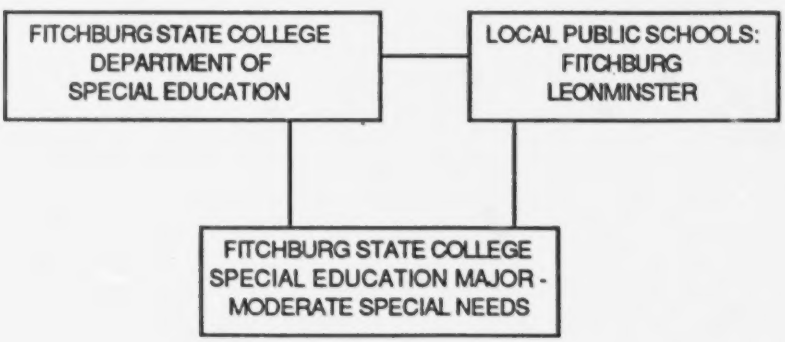
The Integrated Professional Program develops teaching skills that the college students can use in teaching children with and without special needs. While working in the regular classroom, the college students use effective teaching strategies for working with children with special needs. Specific objectives for the college student have been developed (Appendix A).

o to infuse theories of effective teaching with practical application in the classroom.

Content taught in classes will be applied immediately and directly in the classroom under close supervision.

o to establish an ongoing collaborative relationship between Fitchburg State College and area public schools.

INTEGRATED PROFESSIONAL PROGRAM



As teachers work with college students and supervisors, they continue to grow as professionals. The collaboration between cooperating teachers and college supervisors helps the college students to become more effective teachers.

o to enable the college special education major to work with children who have special needs as they are mainstreamed into the regular classroom.

The importance of the relationship between special and regular education is seen by the colege students as they work in the mainstreamed setting. College students in the Integrated Professional Program develop an understanding and

appreciation of the role of the regular class teacher in the education of the child with special needs.

PROGRAM OVERVIEW AND DESCRIPTION

The Integrated Professional Program began at Fitchburg State College in the 1973-1974 academic year. Developed during the previous year by the special education department because the faculty believed that fusing the methodology courses and enabling students to apply the content in classrooms was an innovative and effective approach to teacher education. Rather than placing students in individual courses (e.g., Reading in Special Education, Identification and Diagnosis of Learning Disabilities, Language Arts, Curriculum in Special Education, Methods and Materials in Special Education), students enroll in the Integrated Professional Program for one semester carrying 15 credits. The Integrated Professional Program fused these courses and became affectionately known as Fusion.

As first implemented in the early 70's, Fusion consisted of two phases, orientation content and teaching in the classroom. For the first three weeks of the semester the students attended an orientation period of coursework from 8:30 to 3:30. The major emphasis of this first phase was on reading and langage development (18 hours). The seminars also included: Organizational design and planning (6 hours, observational systems (3 hours), group dynamic technuqes (6 hours), learning styles (3 hours), instructional media (3 hours), social studies (3 hours), creative arts (3 hours), math methods (14 hours), behavioral management (6 hours). All members of the special education faculty and members of other departments taught these seminars.

During the second phase of the program, which lasted for the rest of the semester, teams of students were placed in a local elementary school for the morning. Each team consisted of 15 students and two Special Education faculty members worked in four elementary schools Monday through Thursday from 8:30 to 12:00. Seminars were held on location to further elaborate on the material presented during the orientation phase. Major emphasis was placed on reading and language development, math skills, affective education, individual diagnosis, prescriptive programming, individually guided instruction, and group teaching experiences. Fridays were reserved for the students to attend planned workshops held either at the college or on location.

An evaluation design was developed at the end of the first year of implementation. A number of students had already completed the required methodology courses and therefore did not participate in the Integrated Professional

Program the first year. These students served as a comparison group in a summative evaluation study conducted by an outside evaluator. The two groups were compared on each program objective and the results were statistically analyzed. Although the students who did not participate in the Integrated Professional Program had taken more course work in the areas involved, the data appeared to support the conclusion that the experimental group (those who did take the Integrated Professional Program) did not differ significantly from the comparison group on any of the specific objectives measured.

Based on the results of the evaluation study, feedback from cooperating teachers, students, and college faculty the Integrated Professional Program was continued as a major focus of the special education preparation of teachers of moderate special needs. For the past fourteen years the Integrated Professional Program has evolved and changed in response to teacher certification requirements and to changes in curriculum in the elementary schools. Despite these changes, it has maintained the philosophy of fusing methodology courses and providing students with the chance to apply this content directly in the classroom in a practical manner.

The current Fusion program consists of three phases: Orientation, Classroom Application, and Student Teaching Level I. These phases enable students to learn content in formal seminars during a three week orientation period, to apply this content during the six weeks spent in schools Monday through Friday from 8:00 to 12:00 with additional seminars two afternoons a week and to begin their student teaching in the same classroom, where they remain for the entire day.

Students enrolled in Fusion receive 15 credits for the semester. Nine credits are given for Reading/Language Arts/Identification of Children with Learning Problems, Methods and Curriculum in Science, Social Studies and Math, and Behavior Management. Six credits are given for Practicum Level I.

The Integrated Professional Program is required for all special education majors who receive the certificate "Teacher of Children with Moderate Special Needs". Students in this program receive dual certification as an elementary classroom teacher and as a teacher of moderate special needs. In Massachusetts, the elementary certification is necessary before one can receive the moderate special education certificate.

The Integrated Professional Program serves as a pre-practicum requirement for the moderate certificate. This is possible because students work with children in a

mainstreamed setting and use the teaching strategies of special education. The students assess the level of the children and plan lessons based on this data. Their lessons are individualized and take into account the variety of learning styles in the class. Content for these courses are covered during the orientation sessions and the afternoon seminars. The orientation program (Appendix B) consists of: Reading/Language Arts/Identification of Learning Problems (33 hrs.), Science/Social Studies (27 hrs.), Math. (9 hrs.), Using Computers in the Classroom (9 hrs.) and Classroom Routines (3 hrs.).

Student Teaching Level I (6 credits) fulfills part of the practicum requirements for the elementary certificate since the students are in a regular classroom. During this period the students remain in the class the entire day and assume the role of the classroom teacher for a minimum of one week. In this role they complete 150 hours of supervised student teaching.

Prerequisite courses in special education and related fields are taken prior to enrolling in Fusion. These courses include: General Psychology, Child Psychology, Learning Theory, Tests and Measurements, Methods and Materials in Elementary Math, Creative Arts in the Elementary, Introduction to Individuals with Special Needs, Individuals with Moderate Special Needs, Language Development and Speech, and Teaching Children with Moderate Special Needs. (Appendix C)

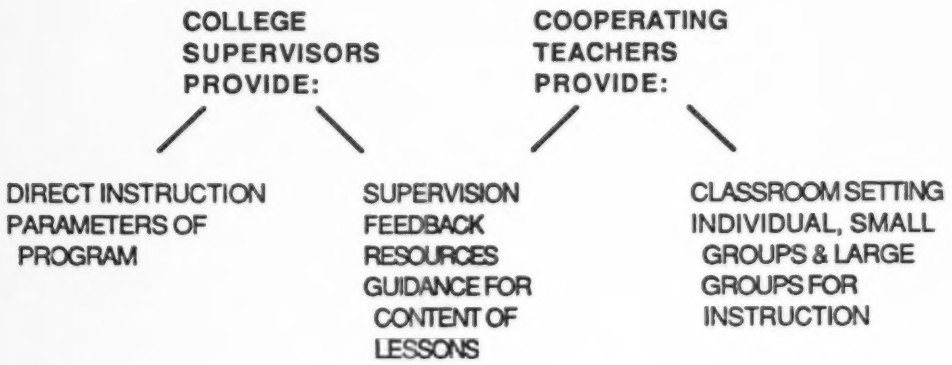
After completing the Fusion program, students complete Student Teaching Level II (150 hours) in another elementary classroom and Student Teaching Level III (150 hours) in a classroom for children with moderate special needs.

As a collaborative model, the Integrated Professional Program provides for interaction between the public school and the college. Having a team of students in the school each semester and having college faculty on location three times per week creates an ongoing collaborative relationship between the public school and the college. Often informal questions are asked by the cooperating teachers to the college faculty regarding teaching methodology, resources, and concerns regarding student behavior and academic progress. Since the college faculty often remains the same for periods of time, relationships are formed with the cooperating teachers in a way that does not happen when one or two student teachers are in a building for one semester.

In any collaborative relationship, roles must be clearly defined (Appendix D). In the Integrated Professional Program the college provides a group of students who bring fresh ideas and creativity to the classroom and college faculty who are on location three times per week. Two

college faculty are assigned to each school. One is responsible for the content of reading/language arts/identification of learning problems and visits each school once a week. The other college faculty is on location twice a week and serves as the team leader. In this role the professor meets with the school personnel to ensure the smooth functioning of the program in the school. This person works with the building principal to determine placements and holds a one hour seminar with the students on location. The school provides the classroom setting, children and cooperating teachers. The cooperating teacher turns over the classroom to the college student, beginning with easy tasks and continuing to add responsibilities that the college student can handle until the student assumes the role of the classroom teacher (Appendix E). The cooperating teacher and the college supervisor review the student's lesson plans and give feedback on a regular basis. The college supervisor, the cooperating teacher and the student meet to discuss the student's progress, strengths and areas for improvement.

COLLABORATIVE ROLES


COLLEGE SUPERVISORS PROVIDE:
COOPERATING TEACHERS PROVIDE:
DIRECT INSTRUCTION PARAMETERS OF PROGRAM
SUPERVISION FEEDBACK RESOURCES GUIDANCE FOR CONTENT OF LESSONS
CLASSROOM SETTING INDIVIDUAL, SMALL GROUPS & LARGE GROUPS FOR INSTRUCTION

THE PROCESS OF PROGRAM INPLEMENTATION

The underlying assumption of the Integrated Program Program is that meaningful preparation of teachers occurs when the college students and faculty are located in the educational setting in the community. This 14 year collaborative preparation model has involved several school systems, including both suburban and inner-city communities. Since the college administration has expressed concern about the large amount of travel time incurred by distant

placements of students in various schools, Fusion currently works with school systems in the greater Fitchburg area. This is a practical approach because it makes it easier for faculty and students to travel from the public schools to the college for afternoon classes and various meetings.

One strong feature of this program is the opportunity college students have to work with mainstreamed children as well as the average child. They are able to observe the academic and social progress that mainstreamed students make as they participate in regular education curriculum. Secondly, the college students are involved in teaching all aspects of the elementary curriculum. Finally, there is the continuous integration of theory and application.

Teachers serve as cooperating practitioners and are involved in the direct supervision and evaluation of the performance of students. Seminars and instruction are given by both college and public school faculty. Since college faculty are "on location" three days per week, students receive regular and immediate feedback related to their work. Thus, many potential problems with teaching and classroom management are prevented. Further, because a team of students (10 -12) is based at the same location, students have the benefit of feedback, support and encouragement from their peers. This arrangement eliminates the isolation that a student may feel when s/he is the only pre-service teacher at a particular school, and gives students an additional support base as they work in the public schools. An additional benefit is the confidence that students have in their ability to succeed as teachers as they enter Practicum II (an eight week period of student teaching in a regular classroom) because they have spent one semester teaching in the classroom during their Fusion placement.

The Integrated Professional Program is of mutual value to the schools and Fitchburg State College. Using the Fusion Model, the very basis of the teacher preparation process is located in the schools where pre-service teachers practice their profession. Students benefit from the guidance and support of experienced teachers. Teachers use some of the ideas and concepts developed by the students and the college staff in the further development of classroom activities and methods of instruction for their classrooms. Thus, the theoretical and real world come together in the sharing, modification and refinement of ideas that make for interesting, practical and creative ways of teaching.

It is not difficult to implement the Fusion Model. Once a school system has worked with the model for a few years, the school generally incorporates it into the regular planning of the school program for the year. However, schools tend to feel more comfortable working with the same college faculty over a sustained period of time. There is a

period of adjustment when different college faculty assume the roles of supervisors. This adjustment can often be facilated by inservice sessions with newly assigned college faculty and members of the school faculty.

The Department of Special Education has two spin-off programs from the Fusion Model:

1. The Young Child with Special Needs Track utilizes a one and one-half day practicum. Students work with young children with special needs while taking colleges courses. They too, integrate theoretical work with practical applications. Students are supervised by cooperating practitioners and college faculty. This is a modified verion of Fusion.

2. The Teacher of Children with Severe Special Needs Track includes an Integrated Professional Program which is a direct spin-off from Fusion for the Track, Teacher of Children with Moderate Special Needs. The only differences are that the track serves children and adults with severe special needs, and the length of the orientation program is two weeks instead of three with seminars continuing throughout the semester.

The Joint Task Force on Teacher Preparation created by the Massachusetts Board of Regents of Higher Education has recommended a system of teacher preparation that strongly emphasizes field-based courses, and collaboration between colleges and schools. The Integrated Professional Program Model would certainly meet the recommendations of the Task Force and the general consensus around the country as it provides the opportunities to experience the connections between subject matter and the actual practice of teaching in the schools.

The Evaluation Design and Method of Evaluation

Evaluation of the Integrated Professional Program has been conducted in an informal manner. Yet, the results are positive and encouraging. Methods of evaluation are described below:

o The Fusion Committee. Members of the Fusion Committee consists of college faculty who teach the methods courses, team leaders (supervisors), and the chairperson of the Department of Special Education. The committee meets monthly to plan and evaluate Fusion. This committee determines the number of Fusion Teams for each semester, the schools that will serve as placement sites, the kinds and number of projects assigned to the students, textbooks for each semester, and the current status of Fusion as a

collaborative teacher preparation model. Since college supervisors are on site three days per week, feedback from cooperating practitioners is readily given. Any concerns about the work of the students and design of the program are discussed in committee meetings.

o Department of Special Education Survey. During the 1985-86 School Year, a Special Education Questionnaire was mailed to cooperating practitioners and college alumni from the Department of Special Education. The purpose of the questionnaire was to determine the effectiveness of the special education teacher preparation program as perceived by alumni and cooperating practitioners. The study included a randomized sample of subjects in the New England area who were currently working in regular classrooms and special education settings.

o Student Evaluations. Student evaluations about the effectiveness of the Integrated Profesional Program as a model for working with regular classroom children and mainstreamed children with special needs are obtained each semester. These evaluations are done both verbally (with team leaders and cooperating teachers) and in written responses.

o Feedback from cooperating practitioners and school administrators. Comments from the above individuals are received throughout each semester. Further, the team leaders meet with the school administrators and teachers at the end of each semester to assess their viewpoints of Fusion and the general effects of each team's presence in the schools.

Results of the Evaluation

Results of evaluation of the Integrated Professional Program in relation to stated goals are as follows:

o To create a special education teacher preparation model for undergraduates. Students in fusion are evaluated twice during their six weeks in the classroom half-days. The cooperating practitioner and both college supervisors use a specially designed evaluation tool based on student objectives. Results of these evaluations are discussed with students in conferences with the students and supervisors (Appendix F).

o To establish an ongoing collaborative relationship between Fitchburg State College and area public schools. A collaborative teaching model was developed and has been in operation since 1973. Data collection indicates that Fusion is an effective model. The 1985-86 Special Education Questionnaire was sent to 62 graduates with 30 returns, 48%

response rate. Twenty-four of the responses were graduate of the Moderate Special Needs Track. In an open-ended question related to the Strength of the Special Education Program, the Integrated Professional Program (49%) rated higher than student teaching (37%). Questionnaires were sent to 45 cooperating practitioners with 17 returns, response rate 38%. The only program identified by name by cooperating practitioners as a strength was the Integrated Professional Program. However, other responses as strengths were directly related to Fusion: extensive classroom experience, experience with small and large group instruction, and exposure to both regular and special education curricula. Responses to the survey indicated that Fusion was a positive factor in the students' program. Further, representative letters from participating schools give positive responses to the Integrated Professional Program and support the continued collaboration between the college and the public schools. (Appendix G).

o To infuse theories of effective teaching with practical application. The Integrated Professional Program was designed to accomplish this goal. College students observe how school children learn and develop various skills while they take specific college course work. Thus, the integration of knowledge and skills is applied before students begin a full semester of student teaching. Statements from cooperating teachers in the 1985-86 Questionnaire indicate that students "come prepared" and have "extensive classroom experience." (Appendix H).

o To enable the college special education major to work with children who have special needs as they are mainstreamed into the regular classroom. Effective teaching strategies for modifying methods and materials are covered in course content and applied in the classroom. Students present "special problem cases" during seminars and fellow students, and college professors or cooperating practitioners offer varied strategies for program management. Each semester results of student evaluation show that more than 90% of the students who complete Fusion state that they "strongly agree" that they have grown in effectiveness as a teacher and feel that Fusion has helped them address the needs of children with special needs in the regular classroom.

Feedback related to the Integrated Professional Program is generated through various means. When teachers agree to accept a student teacher they often request a student teacher who has completed Fusion. Faculty members from other colleges and universities in the New England area will readily comment, in a positive way, about the Integrated Professional Program when faculty members from the Fitchburg State College Department of Special Education are in

attendance at various conferences and committee meetings. This informal feedback lends support to a continued collaborative teacher preparation program.

Potential for Adoption or Adaptation By Other Institutions

The teacher reform movement throughout the country is generally recommending that more teacher preparation should be done in community schools with greater clinical work. According to these reformers, college students need to spend more time in the "real world" of the schools. Current classroom teachers are a great resource that should not be overlooked in the preparation of future teachers. The Integrated Professional Program is one method of incorporating these recommendations.

Fusion can be easily adopted by other institutions. Many programs have students enrolled in pre-practicum field based experiences as part of methodology courses. In this traditional approach, students take a course (e.g., Teaching Reading and Language Arts in the Elementary Classroom) and as part of the requirements for this course, the student goes into a classroom once a week and works with a reading group for about 45 minutes. At the completion of this lesson the student leaves. Feedback from the classroom teacher may be given to the student directly or to the college faculty. Since the college faculty has a student load of perhaps twenty and students are located in a variety of schools, students may be directly observed a few times each semester. In this traditional model, the college teacher, if directly supervising these students, spends much time driving to various schools. There are in fact many such pre-practicums that are not directly supervised. College students are getting exposure to a classroom, but in a very limited way. They arrive, deliver their lesson, and leave. They do not see the students on a daily basis, do not see the way a classroom functions throughout the day, and do not see how one lesson is followed up over the period of a week. In the Fusion model, students are located in schools in teams making supervision easier and more frequent. Students see the entire morning and see their lessons reinforced throughout the weeks. By the end of six weeks, the students have a very good sense of how the classroom functions, of how lessons flow from one to the next and from one day to the next, and of the administrative aspects of teaching.

Teams of students enrolled in the Fusion model contain only the number of students that a public school can handle. In previous years (during the late 70's) when school populations were larger, teams were as large as 15. When the numbers of college students were larger, as many as five teams were functioning in five different schools. With

dwindling enrollments there are currently two teams of ten in two school settings. This experience has shown that the Fusion model works in a variety of schools. While the Fusion model began in schools with which Fitchburg State College had a history of collaboration, as demands for the program increased, it became necessary to approach new school systems into which Fusion might be brought. Those schools that have been used have included urban and suburban settings, open classrooms, Individually Guided Education (IGE) schools and more traditional schools. One of the college supervisors functions as a team leader, and this person works with the school personnel to assure the successful integration into the school.

To use the Fusion model, the college faculty must meet with the school superintendent, building principal, and teachers to explain the goals and objectives of Fusion and the process for its implementation. Teachers must clearly understand their roles and responsibilities and the role of the college student. The student is not to be used as an aide in the classroom, but as a beginning teacher who needs a chance to teach, support and feedback.

The Fusion model could work at any level, elementary, middle or high school, as well as special education. It simply requires willingness on the part of colleges and school systems to work cooperatively in the process of teacher preparation.

Recognition of its potential as a model for change is apparent in the requests for details about its structure and operation which the Department of Special Education receives from institutions across the country. Given that a group of students and two college faculty are in the school, the Fusion has the potential for affecting the teaching that occurs in the public schools. Teachers share their work with the college faculty, ask questions and try out new approaches as a result of having the fusion team in their school

Implications and Conclusions

The Integrated Professional Program is a collaborative model. It is an effective way to promote teacher prepartation by making use of existing resources, college professors, and cooperating school practitioners. It can be used at all grade levels and with regular classroom children as well as children with special needs. Finally, the model effectively services the college and its students, and the schools and their pupils by bringing theoretical and practical worlds together in a mutual effort to improve the quality of education.

Since 1973 Fusion continues to be the strongest component of the special education program at Fitchburg State College. Beginning the semester as students, they end the semester as teachers. Their theoretical knowledge and practical experiences have been integrated into effective teaching skills.

Fitchburg
STATE COLLEGE

October 27, 1987

Award for the Distinguished Program
in Teacher Education
% Sara Dawn Smith
Chair of the Selection Panel
Department of Curriculum and Instruction
University of New Mexico
Albuquerque, New Mexico 87131

Dear Chair:

Respectfully request that you consider the enclosed materials for the Distinguished Program in Teacher Education award sponsored by the Association of Teacher Educators.

The Integrated Professional Program which prepares students as special educators at Fitchburg State College has been cooperatively developed and administered by faculty in the Department of Special Education and faculty in the McKay Campus School and the Reingold School of the Fitchburg Public School Systerm. Evaluation of this program is on-going through weekly conferences with the students, written and oral feedback from cooperating teachers, student evaluations and a yearly survey of graduates of the Department of Special Education. The fact that the model has continued to be most effective for fourteen years attests to the high quality of this teacher preparation program.

Sincerely,

Anne May

Anne May, Ed. D.
Chairperson
Department of Special Education

Paul Benoit

Paul Benoit, Principal
Reingold School

Mildred Vinskey

Mildred Vinskey, Principal
McKay Campus School

AM/gp
Encl.

APPENDICES

A. Integrated Program Objectives

B. Orientation Schedule Moderate Integrated Program

C. Plan of Study

D. Integrated Professional Program/Practicum Level I

E. Student Responsibilities

F. Integrated Program Evaluation Scale

G. Letters

H. Special Education Questionnaire

Appendix - A

INTEGRATED PROGRAM OBJECTIVES

STUDENTS WILL:

1. Explain the characteristics and learning potential of mild to moderate handicapped children as they relate to the curriculum areas of reading, language arts, math, science and social studies.

2. Describe, select, administer and interpret informal and formal assessment procedures to identify and diagnose difficulties in reading and math.

3. Explain the reading instructional program of the following developmental stages:

    a. preparatory
    b. beginning reading
    c. primary level
    d. intermediate level

4. Compare and contrast commercially available curriculum programs in reading, language arts, math, science, social studies (e.g. Distar, Databank, SCIS, SRA)

5. Plan, implement and evaluate daily and weekly lesson plans for indiviual and small groups of children in reading, language arts, math, science, and/or social studies.

6. Utilize individualized instruction for a small group of children.

7. Utilize behavior management techniques to maintain children's attention and focus on the assigned task.

8. Provide positive reinforcement (social and tangible) to increase desired behaviors.

9. Communicate effectively with teachers, faculty and specialists about a student's needs, strengths, weaknesses, and progress.

10. Plan, write and implement an Individual Education Report (according to a given format).

Appendix B

ORIENTATION SCHEDULE MODERATE INTEGRATED PROGRAM FALL 1987

Sept.	8:30 11:30	12:30 3:30
W 9	Orientation/ Reading, Language Arts, Identification of Learning Problems (Dr. Moreland)	Math (Dr. Giovino)
Th. 10	Reading, etc.	Science/Social Studies (Mrs. Flynn)
Fr. 11	Reading, etc	Science/ Social Studies

Sept.	8:30 11:30	12:30 3:30
M. 14	Reading, Etc.	Computers (Dr. Sandy Miller-Jacobs)
T. 15	Reading, Etc.	Science/ Social Studies
W. 16	Science	Math
Th.17	Reading, etc.	Science/ Social Studies
Fr.18	Reading, etc.	Science/ Social Studies

Sept.	8:30 11:30	12:30 3:30
M. 21	Reading, etc.	Computers
T. 22	Reading, etc.	Science/ Social Studies
W.23	Science / Social Studies	Math/ Mantoux test at 3:00 Health Center
Th. 24	Reading, etc.	Classroom Routines (Dr. Miller-Jacobs
Fr. 25	Reading, etc.	Science/ Social Studies

In the schools September 28,1987

All classes are held in the room at the end of the Junior High caf.

FITCHBURG STATE COLLEGE
Fitchburg, Massachusetts

Elementary Teacher and Teacher of Children with Moderate Special Needs N--9
Dual Certification leading to B.S. in Education
SPECIAL EDUCATION (126 s.h.)

NAME _____

GENERAL EDUCATION — Sem.Hrs.

English Composition I & II 3( ) 3( )
Speech 3( )
Health and Fitness 3( )
State and Federal Const. Prof. ( )

MATH and/or SCIENCE (12-16 s.h.)

Mathematics 100 or above 3
_____ 3
_____ 3
_____ 3

SOCIAL SCIENCE (15 s.h.)

*General Psychology 3
*Child Psychology 3
Intro to Geography 3
_____ 3
_____ 3

HUMANITIES (15 s.h.)

Children's Literature 3
Philosophy of Education 3
_____ 3
_____ 3
_____ 3

ELECTIVES (From Gen. Ed. Area 6 s.h.)

_____ 3
_____ 3

Transfer Credits _____

_____

_____

PROFESSIONAL EDUCATION

*Learning Theory & Application 3
*Tests & Measurements 3
*Methods & Materials in Elementary Math 3
*Creative Arts in the Elementary 3
Principles of Guidance 3

SPECIAL EDUCATION

*Introduction to Individuals with Spec. Nds. 3
*Individuals with Moderate Special Needs 3
*Teaching Children with Moderate Special Nds. 3
*Language Development & Speech 3

INTEGRATED PROFESSIONAL PROGRAM

Reading/Language Arts/Identification of Children with Learning Problems
Methods and Curriculum
Science/Social Studies
Math
Behavior Management 9
Elementary Practicum Level I 6
Elementary Practicum Level II 6
Special Ed. Practicum Level III 6

SPECIAL EDUCATION ELECTIVES (12 s.h.)
(Choose four from schedule)

_____ 3
_____ 3
_____ 3
_____ 3

It is the student's responsibility to fulfill accurately and completely all Gen. Education and departmental requirements for the degree.

*Require to enter the Integrated Professional Program. (No Waivers)

NOTE: A maximum of 2 courses per disipline is allowed toward Gen. Ed. requirements under Math/Science, Social Science or Humanities.

Appendix - C

FITCHBURG STATE COLLEGE
Fitchburg, Massachusetts

June 1984

SPECIAL EDUCATION - B.S. in Education
(126 Sem. Hrs.)

Teacher of Children with Moderate Special Needs (5-12)

NAME _____

GENERAL EDUCATION	Sem. Hrs.	
English Composition I & II	3( )	3( )
Speech	3( )	
Health and Fitness	3( )	
State & Federal Const. Prof.	( )	
MATH and/or SCIENCE (12-16 s.h.)		
**Intro to Math or Higher		3
		3
		3
		3
SOCIAL SCIENCE (15 s.h.)		
*General Psychology		3
*Child Psychology		3
**Intro to Geography		3
		3
		3
HUMANITIES (15 s.h.)		
**Children's Literature		3
**Philosophy of Education		3
		3
		3
		3
ELECTIVES (From Gen. Ed. Area) 6 s.h.		
**Adolescent Psychology		3
		3

*Required to enter the Integrated Program (No Waivers)

**Recommended

It is the student's responsibility to fulfill accurately and completely all Gen. Education and departmental requirements for the degree.

Note: A maximum of 2 courses per discipline is allowed toward Gen. Ed. requirements under

Transfer Credits _____

PROFESSIONAL EDUCATION	
* Learning Theory & Application	3
*Tests & Measurements	3
* Methods & Materials in Elem Math	3
*Art or Music in Elementary	3
Language Development and Speech	3
Principles of Guidance	3
Elementary Practicum Level II	6
SPECIAL EDUCATION	
*Introduction to Individuals with Special Needs	3
*Individuals with Moderate Special Needs	3
*Teaching Children with Moderate Special Needs	3
Integrated Program/Elementary Practicum Level I	
Curriculum and Methods	
Reading/Language Arts	
Math	
Science	
Social Studies/Career Education	
Identification and Diagnosis of Learning Problems	
Behavior Management	9
Elementary Practicum Level I	6
Special Ed Practicum Level III	6
Special Education Electives (12 s.h.)	
(Choose four from schedule)	
Secondary Programs for Adolescents	3
	3
	3
	3

INTEGRATED PROFESSIONAL PROGRAM/PRACTICUM LEVEL I

Description

The Department of Special Education at Fitchburg State College offers the Integrated Professional Program as a unique teacher preparation model. The underlying assumption of this model is that more meaningful preparation of teachers occurs when college students and faculty are located in the educational settings in the community and are exposed to realistic learning experiences. The department has moved the preparation model from the college to elementary schools in the community and has combined five (5) traditionally separate courses into one fifteen (15) credit block divided as follows:

Integrated Professional Program	Phase I	Orientation	
	Phase II	Theory and content and Guided field experiences	9 Cr.

Practicum Level I (Elementary Classroom) 6 Cr.

Content in this integrated block include:

Reading/Language Arts/Identification of Children with Learning Problems

Methods and Curriculum

Math

Science

Social Studies

Behavior Management

College Faculty

Two faculty members teach and supervise each team. The team leader is on location two days per week and is responsible for coordinating experiences of the school and working closely with the school personnel to assure smooth functioning of the program. In addition, the team leader conducts seminars one hour each week in Methods and Curriculum and Behavior Management. The second faculty member is on location one day per week and is responsible for teaching seminars in other identified areas listed above. The two faculty members are in close contact regarding the progress of the students and supervision of the program.

College Student

The college student, prior to entering the public schools, attends three weeks of orientation sessions on campus (Phase I). These sessions provide students with a theoretical framework as a basis for applying concepts in educational

settings. Students attend regularly scheduled seminars on related topics in the content areas during the semester (Phase II). On location, the students work with children who would benefit from individual and small group attention (Phase II). In Practicum Level I, the students assume the responsibility for whole class instruction.

Daily lesson plans are maintained and the college student meets with the college faculty, the classroom teacher, and other appropriate school personnel to discuss the program and the progress of the child or children.

Cooperating Practitioner

The cooperating practitioner views and critiques lesson plans and gives feedback to the students relating to lesson(s) taught.

He/she arranges the movement of student teachers from working with an individual, to a small group to the whole class providing opportunities to observe, assist and teach.

The school staff feel free to discuss various aspects of the Integrated Program with the college faculty.

Appendix - E

STUDENT RESPONSIBILITIES

INTEGRATED PROFESSIONAL PROGRAM

MCKAY SCHOOL

FACULTY: TEAM LEADER-DR. Sandy Miller-Jacobs

INTEGRATED PROFESSIONAL PROGRAM

Morning Sessions Hours: 7:50 - 12:00
Wednesday:11:30 - 12:30 Team Meeting with Team Leader, Fusion Room

Weeks 1-3

-1-1 reading sessions - Math
-Assist cooperating teacher with teacher planned, non-directed teaching activities, i.e., follow-up assistance/directions for seatwork, read stories to children, opening exercises, lunch count, book money, and make sure that pupils get to/from special reinforcement activities.

Weeks 4-6

-Continue 1-1 reading
-Small reading groups

If assigned student is in the fusion teacher's reading group, additional time may not be required on a 1-1 basis. The college student may modify lessons and monitor the progress of the pupil as this pupil participates in the reading group.

-Teach selected morning lessons that fusion students have had an opportunity to observe the cooperating teacher implement such as:

-spelling
-language
-phonics lessons
-math

-Set up bulletin board

Elementary Practicum (Student Teaching I)

Hours - Full day (same as teachers) 2:20

The students are student teachers and their responsibilities are expected to increase during this period. They are required to assume full responsibility for the classroom for a minimum of one week. During this week, they are expected to take over the role of the teacher to whom they are assigned. Adjustments may be made for individual students by the cooperating teacher and team leader.

Recommended Assignments

-Small and large group instruction

-Teach two reading groups during the reading period. It is recommended that college students have an opportunity to work with each reading group. Period of time with one group is limited by cooperating teacher.

-Teach each content area
Selected content areas may be on-going assignments. Other areas may be limited to a specific period of time, two/three days-one week.

-One Learning Center or Unit
Minimum of 10 days
Focus/topic selected by the end of week 7, with approval of classroom teacher and team leader.

GENERAL REQUIREMENTS

-Mantoux test or chest x-ray

-Lesson Plans-Lesson plans are to be made available to the cooperating teacher prior to the lesson being taught. Plans should be placed in a three-ring notebook and should be easily accessible.

-Absenteeism-Students are to notify the team leader and school in case of absences. Lesson plans and materials should be given to another member of the team so that they may be delivered to the classroom.

-Two absences for illness or emergencies are allowed.

-All absences for illness must have verification from the Health Center or a physician

-According to guidelines from the Fusion Committee, three or more absences will require you to make up a week in order to have some continuity to your program.

Appendix - F

INTEGRATED PROGRAM EVALUATION SCALE

Pre-Practicum

STUDENT: _____ DATE: _____

TEACHER _____ EVALUATOR: _____

Scale:

1. No opportunity to observe
2. Clearly a difficulty
3. Needs improvement
4. Satisfactory performance
5. Above average performance
6. Exceptional performance

1	2	3	4	5	6

I. BEHAVIOR MANAGEMENT

A. Observation of children and environment
To what extent does the student:

1. Describe and report student behavior significant to task and setting.
2. Utilize this information for planning purposes.
3. Adapt lessons as a result of observation of students' behavior.
4. Make changes in the learning environment when it affects the students' functioning.

B. Identification of Management Techniques
To what extent does the student:

1. Establish and maintain rapport with the pupils.
2. Establish a climate conducive to learning.
3. Demonstrate use of various positive management techniques.
4. Utilize preventative techniques.
5. Sets limits when appropriate.
6. Consistently follows through on limits established.

II. EDUCATIONAL PLANNING AND INSTRUCTION

A. Planning
To what extent do students:

1. Set goals in behavioral terms.
2. Write behavioral objectives.
3. Identify sequence of skills necessary to meet a given objective.
4. State motivation and process utilizing various strategies.
5. List materials on lesson plans.
6. Identify methods of instruction.

	1	2	3	4	5	6
7. Evaluate instructional objectives and utilize the information for developing objectives for next lesson.						
8. Plan follow-up activities.						
9. Plan for review.						
10. Plan with others (peers and cooperating practitioner).						
11. Utilize feedback from cooperating practitioners.						
12. Utilize feedback from faculty advisor.						
13. Present planning materials that are legible, professional and according to format.						
B. Assessment						
To what extent does the student:						
1. Administer diagnostic and/or assessment tools.						
2. Utilize data gathered from:						
a. observation						
b. norm-referenced tests						
c. criterion referenced tests						
3. Utilize assessment data in instructional planning.						
C. Materials						
1. Locate and use commercial materials.						
2. Present materials that are neat, legible and professional.						
3. Design and utilize a variety of instructional materials appropriate for the developmental stage of the student.						
D. Instruction						
To what extent does the student:						
1. Demonstrate knowledge of content being taught.						
2. Give clear and concise directions.						
3. Use appropriate examples and illustrations.						
4. Use language appropriate to age, developmental stage, special needs, social needs, social, racial and linguistic background.						
5. Discourage racial, sexual, ethnic, religious discrimination.						
6. Respond to cultural issues.						
E. Communication Skills						
To what extent does the student:						
1. Provide two way communication with students.						
2. Communicate in a manner that is respectful to students' rights and needs.						
3. Communicate significant information to the cooperating practitioner.						
4. Communicate significant information to the faculty advisor.						
5. Communicate significant information to all people involved with the student (guidance, speech).						
6. Consistently use correct oral and written language.						
7. Present written material in a professional manner.						

	Yes	No	No opportunity to observe	Comments
Displays Cooperation				
a. accepts suggestions from cooperating practitioners				
b. accepts suggestions from faculty advisor				
c. works as a member of a team				
d. shares ideas				
e. works well with other people				
Initiative				
a. works independently				
b. shows self-direction				
c. starts and completes an activity without being told what to do				
Accepts Responsibility				
a. meets time line for assignments				
b. meets time schedules of the school				
c. returns borrowed materials promptly				
d. replaces materials lost or destroyed				
Demonstrates Flexibility				
a. capable of responding or conforming to new situations or roles (in terms of program assignments, lesson plans and schedules).				
b. shows enthusiasm				
Interacts with Children				
a. initiates involvement				
b. shows sensitivity to children's needs.				
c. establishes and maintains good rapport with children				
d. encourages and reinforces the work of children				
Communication				
a. uses correct oral language				
b. uses correct written language				
Demonstrates Sensitivity to Colleagues				
a. perceives and responds to the feelings of others				

Attendance _____

Orientation _____

Seminars _____

Pre-Practicum _____

Comments:

Appendix - G

FITCHBURG STATE COLLEGE

FITCHBURG, MASS. 01420

October 13, 1987

Dr. Anne May
Director of Special Education
Fitchburg State College

Dear Dr. May,

This is in reply to your request for an evaluation of the effectiveness of the Integrated Professional Program/Practicum Level I in the McKay Campus School.

As a former classroom teacher who has worked with practicum students in this program and, now, as Principal of McKay Campus School, I have had many opportunities to observe students and to work with their College Supervisors.

The students are well prepared through courses covering such areas as curriculum, lesson planning, methods of teaching, behavior management and learning disabilities, and seminars on related topics in the content areas.

Team teaching and shared supervision enable the College Supervisors to work closely with the cooperating practitioner which results in the effective functioning of the program. The student is observed by more than one College Supervisor through this arrangement which leads to more valid evaluation of the student's performance.

The moving of the preparation block from the College to the elementary schools (in this case, the Campus School), allows for greater involvement of the cooperating teachers in the planning and monitoring of the student's program, as well as in the on-going and final evaluation.

Another aspect of the program which contributes to its effectiveness is the gradual integration of the student into the classroom through observing, assisting the teacher, working with individual students and small groups and, finally, assuming the responsibility for whole-class instruction.

The fact that Campus School teachers continue to work with students in this program attests to its merits. I note that, this year, there are an unusually large number of Fusion students working with us.

Best wishes for the continued success of this program and for continued collaboration between our teachers and the Special Education Department.

Sincerely,

Mildred L. Vinskey

Mildred L. Vinskey,
Associate Dean/Principal
McKay Campus School

Appendix - G

FITCHBURG PUBLIC SCHOOLS

FITCHBURG, MASSACHUSETTS 01420

REINGOLD ELEMENTARY SCHOOL
70 REINGOLD AVENUE

TELEPHONE: 345-3289

MR. PAUL BENOIT, PRINCIPAL
MR. ARTHUR T. NORMAN, ASSISTANT PRINCIPAL

October 14, 1987

Dr. Anne May
FITCHBURG STATE COLLEGE
160 Pearl Street
Fitchburg, Ma. 01420

Dear Dr. May:

I want to take this opportunity to say how much the Reingold Elementary School has enjoyed as well as benefited from the presence of the students involved in your program. The unique blend of on site supervision, practical experience and classroom work makes them far in away the preferred student teachers in my building.

I give high marks to Mrs. Flynn and Dr. Morland for their tact, toughness and skill in the fulfillment of the on site supervision.

Sincerely,

Paul Benoit
Principal

PB:b

Appendix - G

To: Dr. Anne May, Chairman Special Education Department

From: RoseAnne Addorisio and Elizabeth Maney, Teachers McKay School

Re: Statement of Support for the Fusion Program

We have worked with the Fusion Program since its inception in 1973. We have continuously supported the program because it is a well-designed program with solid and visable department support.

We have observed that:

... Fusion students enter the classroom with definite assignments and time lines. They have the proper knowledge and skills to complete these assignments.

... Fusion students progress through their Fusion semester in an orderly manner, an observation period, a single student period, a group teaching period and multiple group teaching period.

... Fusion students are constantly observed and critiqued by department members. Meetings, both scheduled and unscheduled, are held.

... Fusion students remain in the same teaching environment during their entire Fusion Program. This allows the students to develop a stronger and more rapid rapprochement with the classroom students and classroom teacher.

... Fusion students, because of constant meetings throughout their Fusion Program, are very supportive of their peers.

We believe that:

... Fusion students because of the strong support and stable environment, progress more rapidly than other education majors.

... Fusion students have a very positive attitude towards the profession of teaching.

Elizabeth Maney

RoseAnne Addorisio

Appendix - H

SPECIAL EDUCATION QUESTIONNAIRE

PART I

NAME (OPTIONAL)_____

PRESENT POSITION (CHECK)

Resource Room Teacher_____

Substantially Separate Program Teacher_____
(In Regular School)

Itinerant Teacher_____

Generic Consulting Teacher_____

Public Day School Special Education Teacher_____

Private Day School Special Education Teacher_____

Public Institution Special Education Teacher_____

Private Institution Special Education Teacher_____

Special Education Supervisor_____

Special Education Administrator_____

Other (Specify)_____

FIELDS AND LEVELS OF CERTIFICATION HELD (CHECK)

Young Child with Special Needs_____

Generic Consulting Teacher_____

Children with Severe Special Needs_____

Children with Moderate Special Needs_____

Other(s) (Specify)_____

PART II

Please rate (By placing a check below the best descriptor) the following items in terms of How Well you feel Fitchburg State College prepared your student teacher to:

	VERY WELL	FAIRLY WELL	POORLY	NOT AT ALL	UNDECIDED
GENERAL KNOWLEDGE					
1. Be familiar with the characteristics of exceptional children.					
2. Understand requirements of Chapter 766.					
3. Understand requirements of P.L. 94-142.					
4. Understand requirements of Sec. 504 of the Rehabilitation Act of 1973.					
5. Be familiar with and understand Developmental Psychology.					
6. Be familiar with and understand different theories of language acquisition and language development.					
7. Be familiar with and understand different theories of learning.					
8. Be familiar with and understand the principles and procedures of Applied Behavior Analysis.					
9. Be familiar with and understand the curriculum of the Elementary School.					
PLANNING					
1. Write Special Education components of an I.E.P.					

PART II

	VERY WELL	FAIRLY WELL	POORLY	NOT AT ALL	UNDECIDED
2. Plan daily lessons that include relevant diagnostic information, properly stated objectives, list of materials, list of procedures, relevant evaluation information.					
3. Do a Task Analysis.					
4. Maintain a weekly plan book with necessary detailed information.					
5. Assist students in transition to progressively less restrictive environments.					
6. Make modifications in materials to meet the unique instructional needs of children with special needs.					
INSTRUCTION					
1. Solve instructional problems posed by children with special needs.					
2. Increase motivation of children to learn.					
3. Demonstrate a repertoire of teaching methods and techniques.					
4. Operate audiovisual and other instructional equipment.					
5. Deal effectively with the multiply-handicapped conditions found in many children with severe special needs.					

-3-

PART II

	VERY WELL	FAIRLY WELL	POORLY	NOT AT ALL	UNDECIDED
6. Implement special education components of an I.E.P.-					
7. Demonstrate skill with and understanding of the school subject(s) being taught.					
Reading----------					
Mathematics----------					
Written language----------					
Science----------					
Social Studies----------					
8. Organize instruction to take into account individual differences among learners.----------					
9. Write instructional objectives.----------					
10. Treat children fairly by allowing each to be called on, to participate, contribute.----------					
11. Teach individuals, small groups and large groups effectively.----------					
12. Check understanding and work of children on an individual basis.----------					
13. Circulate around the room to offer assistance, and/or provide social reinforcements.----------					
14. Give children feedback on how they are doing.--------					
15. Provide clear instructions to children.----------					

PART II

	VERY WELL	FAIRLY WELL	POORLY	NOT AT ALL	UNDECIDED
ASSESSMENT					
1. Diagnose learning problems.					
2. Use the standard behavior chart.					
3. Construct and use line, bar, and cumulative graphs.					
4. Use a variety of observational techniques.					
5. Evaluate your own role, behavior and performance in the classroom.					
6. Use a variety of assessment instruments.					
7. Participate as a member of an evaluation team.					
8. Administer and score norm-referenced tests.					
9. Use appropriately results of norm-referenced tests.					
10. Refer learners with special needs to specialists.					
11. Construct criterion reference tests.					
12. Maintain continuous records and graphs on students progress.					
CLASSROOM ORGANIZATION					
1. Organize time, space, materials and equipment for instruction.					
2. Organize materials and time for efficient use by learners.					

PART II

	VERY WELL	FAIRLY WELL	POORLY	NOT AT ALL	UNDECIDED
3. Provide a learning environment that is attractive, orderly, safe, and responsive.					
4. Consider and provide for the physical requirements of a lesson.					
5. Identify and adapt environmental elements in the classroom which will enhance learning.					
6. Create a classroom environment that enhances learning.					
BEHAVIOR MANAGEMENT					
1. Implement more than one behavior management technique to decrease inappropriate behaviors.					
2. Implement more than one behavior management technique to increase appropriate behaviors.					
3. Implement contingency contracts.					
4. Implement time-out procedures.					
5. Improve children's ability to socialize.					
6. Reward appropriate behavior of children using various forms of reinforcement.					
7. To solve behavioral problems posed by children with special needs.					
COMMUNICATION					
1. Provide clear directions and explanations using different words and ideas.					

PART II

	VERY WELL	FAIRLY WELL	POORLY	NOT AT ALL	UNDECIDED
2. Listen attentively to students when they wish to express concerns or feelings to you.					
3. Listen attentively to children when they respond to your questions.					
4. Check communication between you and the children by asking questions and getting feedback from the children.					
5. Communicate with learners both orally and in writing.					
6. Improve children's ability to communicate.					

PART III

Please comment on what you consider to be the strength(s) of the program:

And, the weakness(es) of the program:

I was particularly impressed with my students:

Knowledge(s) about:_____

_____

Ability(ies) to:_____

_____

Attitude(s) concerning:_____

_____

I was particularly disappointed in my students:

Lack of knowledge(s) about:_____

_____

Inability(ies) to:_____

_____

Attitude(s) concerning:_____

_____